INTERRACIAL PROBLEMS

and

THEIR EFFECT ON EDUCATION

in

THE PUBLIC SCHOOLS

of

BERKELEY, CALIFORNIA

Report

To

The Board of Education

By

An Advisory Committee of Citizens

October 19, 1959

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I. APPOINTMENT OF THIS COMMITTEE

A. Origin

On January 7, 1958 the Berkeley Branch, National Association for the Advancement of Colored People through the Chairman of its Board of Directors, the Reverend Roy Nichols, presented to the Board of Education of the City of Berkeley a statement regarding interracial problems in the public schools of the City. The statement called attention to the existence in the City and in its public schools of certain conditions of separation between the races caused, not by statute or the deliberate act of the community, but by a complex of historic, economic, psychological, and other factors. The statement specified several results of this separation which are contrary to the best interests of the people, especially the school children, of Berkeley, and asked the Board of Education to take the lead in formulating a program designed to achieve satisfactory integration in the schools. The statement took into account the complicated background of the problems in question, suggested directions from which they could be attacked, and offered the Association's aid in solving them. (Appendix A)

During the following months the Board of Education conferred with representatives of the N.A.A.C.P. and of the Berkeley Unified School District, and on June 10, 1958 appointed an advisory committee of citizens which it designated the Committee to Study Certain Interracial Problems in the Berkeley Schools and Their Effect on Education.

B. Membership

The Board appointed to this Committee sixteen residents of Berkeley, none of whom were members of the Board or employees of the School District, and named as chairman Redmond C. Staats, Jr., Judge of the Berkeley-Albany Municipal

Court. The other persons named to the Committee were:

Roy N. Anaclerio	Roy Nichols
Ruth W. Avakian	J. Wallace Oman
Kenelm W. Benson	Warren Parker
Barbara J. Bryan	Iva B. Pastorino
Edward G. Chandler	Doris Tabor
Wayne M. Hooper	Victor D. Vieira
Frankie D. Jones	Marjorie Walker
Robert B. Munger	

Mr. Parker and Mrs. Walker, for personal reasons, resigned soon after formation of the Committee leaving fourteen as the effective membership.

The Board of Education also requested the following school principals to attend regularly the early meetings of the Committee in order to provide information pertinent to its enquiry:

Jay T. Aungst	Willard Junior High School
Alfred C. Baxter	Garfield Junior High School
Emery J. Curtice	Burbank Junior High School
J. Elwin LeTendre	Berkeley High School
James Preston	McKinley Continuation High School
Arthur V. Shearer	Columbus Elementary School
Elmer R. Venter	Longfellow Elementary School

After the information gathering and fact finding was completed the school principals were excused and the lay members entered upon the discussions concerning the report of the Committee. The school principals did not participate in any manner in the preparation of the report which is hereby submitted as the unanimous report of the lay members of the Committee. The report represents the combined thinking of the Committee rather than the individual opinions of any individual members of the Committee.

The following tabulation shows the composition of this Committee by several classifications:

Race:	10 Caucasians
	4 Negroes
Residence:	4 Northeast Berkeley
	4 Southeast Berkeley
	3 Southwest Berkeley
	3 Northwest Berkeley

Sex:	9 men 5 women
Occupation:	1 municipal judge 2 lawyers 2 ministers (Protestant) 1 physician 1 Certified Public Accountant 1 masonry contractor 1 police inspector 1 housewife and recreation director 1 housewife and cashier 3 housewives

All members except one have at some time, now or in the past, had children attending the public schools of Berkeley.

C. Activities

After its appointment in June, 1958 the Committee met once before the summer vacation to organize. Beginning in September, 1958 it met, roughly twice a month, through June of this year, on seventeen occasions. In the course of these meetings it was addressed by the School District's Superintendent, an Assistant Superintendent, and principals of the high schools, all junior high schools, and two elementary schools; by representatives of this City's Police and Recreation and Parks Departments, and of the State's Department of Employment; by recent graduates of Berkeley High School; and by a sociologist recommended for his eminence in the field of race relations. In all instances the Committee used its opportunity, not only to listen to the speaker's address, but to question him.

In addition to material obtained at these meetings the Committee benefited from a considerable amount of work by individual members and by others. In order during its studies to keep in direct contact with the public most closely affected, the chairman and other members attended Parent-Teacher Association meetings at Burbank, Garfield, and Willard Junior High Schools, and at Emerson, Franklin, Hillside, LeConte, Lincoln, Longfellow, and Washing-

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9 men
5 women

Occupations:

1 municipal judge
2 teachers
2 ministers (Protestant)
1 physician
1 certified Public Accountant
1 insurance contractor
1 realtor broker
1 [illegible] and recreation director
1 housewife and teacher
2 [illegible]

All members except one have at some time, now or in the past, had children attending the public schools of Berkeley.

D. Activities

After its appointment in June, 1958 the Committee met once before summer vacation to organize. Beginning in September, 1958 it met, usually twice a month, although due to this year's [illegible] [illegible]. In the course of these meetings it was advised by the Medical Director in Superintendent's, an Assistant Superintendent, and principals of one high school, six junior high schools, and two elementary schools; by representatives of the City's Police and Recreation and Parks Departments, and of the Berkeley Department of Education; by recent graduates of Berkeley High School; and by a teacher-counselor needed for his sentence to the Place of Corrections. In all interviews the Committee used the opportunity, not only to listen to the experts, to educators, but to question them.

In addition to material obtained at these meetings the Committee questioned from a considerable amount of work by individual members and by others. In order during the studies to keep in direct contact with the public most directly affected, the chairman and other members attended Parent-Teacher Association meetings at Emerson, Garfield, and Willard Junior High Schools, and at Emerson, Franklin, Hillside, Longfellow, Longwood, and Thousand-

ton Elementary Schools, in all ten schools at which it is estimated approximately 1,000 persons were present. After the Committee's representatives had explained the purpose and scope of its enquiry, they invited members of the audience to express opinions and ask questions. During recent months also the chairman has explained the general purposes of our study before several other organizations within the City, most of them service clubs. Individual members of the Committee have made available to it the results of their informal inquiries in such matters as the housing pattern.

The Committee was glad to accept the offer of the University Branch of the Y.M.C.A. (Stiles Hall) to conduct a conference of Berkeley High School students designed to produce information on interracial relationships. Some 90 students, divided into small groups, inventoried problems and suggested solutions within that framework of discussion. (Appendix B)

D. Areas of Study

The Board of Education prescribed the following areas for the Committee's study:

a. How to establish a better liaison between the school, the home, and the community

b. Best ways of solving behavior problems that may exist within and outside the school situation; best ways of securing school-community cooperation on these problems

c. Kinds of in-service programs that might be useful in helping teachers to understand better the psychology and culture of various minority groups

Early in our studies we arrived at the conclusion that insofar as the schools were concerned there were few interracial problems, if any, involving any minority group other than the Negro. Those problems which did exist among the other minority groups were similar or identical to the interracial problems of the Negro. For this reason we confined most of our studies to the Negro group.

Initially we attempted to restrict our studies to actual conditions and problems arising in the schools themselves. We soon found that an intelligent study of the school problems could not be made without studying Caucasian-Negro relations in general, including specific practices and conditions in Berkeley, and the cultural and historical background of the races and their relations to each other in the entire United States.

II. NEGRO-WHITE RELATIONSHIPS IN BERKELEY

A. Special Factors in Berkeley

1. Two extremes and the "comprehensive" high school

For an American city of over 100,000 people Berkeley's educational problems in relation to racial diversity are somewhat unusual. This is due to the following circumstances.

One-third of the children now entering Berkeley's schools are Negroes, and of American cities as large or larger than Berkeley outside the South few or none have a population with a higher percentage of Negroes. Although there are Negro families in this City with an excellent educational background, the brief schooling of many Negro parents importantly affects, on the average, the performance of their children, and the public schools here are confronted with many pupils who, because of home deficiency, are apt to encounter difficulty in school.

Berkeley is a business and manufacturing city which houses many industrial and clerical workers, but the highly educated segment of its population, executive and professional, is enlarged far beyond the normal proportion owing to its position as seat of the State University and a suburb of San Francisco and Oakland.

The children of these two widely separated elements, each large when compared with their counterparts in most United States communities, receive their final three years of secondary schooling under the same roof. Among the dozen largest cities of California, Berkeley is the only one which has just a single high school.

2. Berkeley's advantages

This Committee believes that if Berkeley is confronted with unusual interracial problems in its schools, it enjoys also some especially favorable conditions for solving them. There is its location in the West which does not have long traditions of segregation, and is still free to learn from the experiences of other sections. The manner in which laws are enforced inevitably affects the quality of interracial relations, including those in the schools; the Berkeley Police Department, which has a national reputation for excellence, and whose close collaboration with the schools has been highly effective in keeping racial conflicts to a minimum. In the solution of interracial problems in the schools, obviously teachers and administrators play a central role. In its contacts with representatives of the Berkeley Unified School District this Committee has been very favorably impressed with their devotion to the standards of their profession and to the best interests of their pupils.

B. Integration

1. Berkeley reflects national pattern

Although the majority of Caucasians in Berkeley in their outward behavior exhibit no prejudices toward the Negro race, there is no question but what a great deal of latent prejudice exists among the people of our community. It is quite evident that social contacts as well as extensive association with the Negro are discouraged rather than encouraged. In addition, many persons while attempting to treat the Negro as their equal counterpart, still have hid-

den feelings that the Negro is inferior. This, of course, is the natural result of the treatment of the Negro as an inferior since he was first imported as a slave in the 17th century. It follows that there is a reciprocal feeling of prejudice and hostile attitude on the part of the Negro towards the Caucasian.

A good indication of the extent of these latent prejudices and of the more liberal viewpoint of succeeding generations is exhibited by the attitude of high school students themselves. (Appendix B: Conference on Interracial Relationships at Berkeley High School) (Appendix C: Minutes of one of this Committee's meetings with seven Berkeley High School graduates three days after commencement.)

2. Residence areas

As shown by Appendixes D and E, the Negro population of Berkeley was less than about 5% until World War II. As newcomers began arriving in large numbers they tended to settle in areas adjacent to those already occupied by members of their race, and there has been a continuing expansion to the north and east from the original locations in the south and west. Because whites in the neighborhoods affected almost invariably moved away, the result has been to a material extent a segregated housing pattern. (Appendixes D, E, F, G)

During the past few years some Negro families have been moving into predominantly white sections of the City, including the Berkeley hills, but their number is still small. It is apparent that even the prospective purchaser with sufficient funds, if he is a Negro, will often encounter difficulty in settling in a predominantly white section of Berkeley, and not infrequently feels compelled to resort to subterfuge in his negotiations.

3. Employment

Studies show that in many fields of employment, especially those of sales and service, the Negro does not have equal opportunity for employment. It is true that the situation has been slowly improving during the post-war

period, but there is still a long way to go. This trend, accelerated in California by the adoption of the Fair Employment Practices Act, makes it increasingly important that schools encourage all students to elect courses in line with their highest interests and abilities, rather than solely in preparation for a narrowly limited range of occupations.

4. Psychological aftermath of segregation

The status of Negroes in the United States has been changing for the better, and with increasing rapidity since World War II. Desegregation of public schools in the South under the recent Supreme Court decision is only one of many far-reaching developments in that process.

In Berkeley the psychological climate is favorable to the Negro, and his progress toward full acceptance seems assured.

Why is it that these problems still remain where conditions are as favorable as in Berkeley to their elimination? One answer certainly is that most Americans, black and white, still show today the effects of an institution which has profoundly influenced them psychologically, as well as in other ways, for more than two centuries, an institution which only now are they really discarding. Segregation, whether by law or custom, exhibited in most extreme form in the South, has been the national pattern of relationships between the two races since the first arrival of Negroes. Qualified observers have said, "Wherever segregation occurs, one group, in this instance the Negroes, always suffers from inferior social status. The damaging effects of this are reflected in unrealistic inferiority feelings, a sense of humiliation, and constriction of potentialities for self-development. This often results in a pattern of self-hatred and rejection of one's own group, sometimes expressed by antisocial action toward one's own group or the dominant group. These attitudes seriously affect the levels of aspiration, the capacity to learn, and the capacity to relate in interpersonal situations. For the segregating group, in this case the whites, the reactions, though less obvious, are nonetheless serious....."

III. INTERRACIAL PROBLEMS IN BERKELEY PUBLIC SCHOOLS

A. Academic

1. The school system and the residence areas

The Berkeley Unified School District is arranged in what is known as a "6-3-3" system, in which a junior high school of three years is intermediate between six years of elementary school and three years of high school. There are fourteen elementary schools, three junior high schools, and one senior high school. There is also a relatively small continuation high school.

In November, 1958 the School District carried on its rolls 15,375 pupils, of whom an estimated 63.3% were Caucasian, 28.7% Negro, and 7.9% other non-Caucasian races, principally Oriental. (Appendix H) Since 1939, when the Negro enrollment was estimated at 4.3%, it has increased on the average about 1% every year, but during each of the three years ending with 1958-1959, almost 2%. (Appendix I) During this three-year period, the Caucasian enrollment declined by an estimated 400 pupils although total enrollment increased by 675.

The racial composition of the elementary schools clearly reflects the housing pattern already described. At six of the fourteen schools Negro children constitute in each instance less than 1%, and at four others less than 25%. On the other hand, at the remaining four schools their percentage runs from 43.2% to 95.2%. At Garfield Junior High School about 2% are Negroes. Consequently many Negro and most white children do not experience classroom contact with children of the other race until seventh or even tenth grade, and this separation by race corresponds closely with a separation by economic and educational status. It is not surprising that the late "fusion" of these long and widely separated groups poses problems for teachers and for students at Berkeley High School and two of the three junior high schools.

2. Physical facilities

The size of classes at the same grade level is generally uniform

throughout the City. Although physical facilities at some schools are more modern than at others, it cannot be said that one socio-economic area is favored over any of the others.

3. Curriculum: general

The same curriculum is offered to all pupils in the elementary and high schools and, with one limitation, to all in the junior high schools. The limitation applies to elective courses for which there must be a minimum number of applicants, presumably to justify the cost of giving them. This limitation applies at any school where the minimum number requirement is not met, and is a particular hazard to the smaller grades promoted at midyear. In the past lack of sufficient demand at Burbank Junior High School for some language courses has deprived those who wished to take them of the opportunity. It is our understanding that steps have been taken to correct this situation and the limitation mentioned above may have already been removed.

4. Curriculum: minorities in U. S. history

The suggestion was made to the Committee that in the social studies textbooks and courses insufficient mention is made of the contribution of the American Negro to our history. If there is such a deficiency, its correction would be of special importance and value in this City.

It was of interest to the Committee to learn that in many of the segregated Negro schools in the Deep South real attention is given in the classroom to the contributions of the Negro to American history.

5. Counseling

Counseling commences at the seventh grade and continues through the twelfth. The counselor normally has teaching duties as well as his work as a counselor. Ordinarily one person counsels a child during the three years of junior high school, and a second during high school. The counselor's function is that of guidance in working out a program of studies, and his advice is avail-

throughout the Cities. Although physical facilities at some schools are more modern than at others, it cannot be said that any group-composition are favored over any of the others.

3. Curriculum General

The same curriculum is offered to all pupils in the elementary and high schools and, with one exception, to all in the junior high schools. The limitation applies to elective courses for which there must be a minimum number of applicants, reasonably to justify the cost of giving them. This limitation applies at any school where the minimum number requirement is not met, and is a particular hazard to the smaller grades especially in rural. In the last look of auditions dances at Burbank Junior H.S. I found the same language courses has deprived those who wished to take them of the opportunity. It is our understanding that steps have been taken to correct this situation and the limitation mentioned above may have already been removed.

4. Curriculum: Adaptation to U. S. History

The suggestion was made to the Committee that in the social studies textbooks and teacher instructional material attention be made of the orientation of the American Negro to our history. If there is such a deficiency, the correction would be of special importance and value in this Case.

It was of interest to the Committee to learn that in many of the segregated Negro schools in the Los Angeles area special attention is given in the curriculum to the contributions of the Negro to American history.

5. Counseling

Counseling committees of the seventh grade and continues through the twelfth. The counselor normally has teaching duties in addition to his work as a counselor. Ordinarily one period counselors are split during the three years of Junior High school, and a second during High school. The counselor's duties include that of guidance in general, not a program of studies, and the advice of work-

able in the student's general adjustment to school. He supplements but does not supplant the parents. School officials informed us that counselors are specifically instructed to suggest a program fully in accord with a child's academic interest and ability, and to avoid advice based on the assumption that, because of his race, the child's opportunities for employment may be restricted and that he should modify his program accordingly. However, the statement was made to us by high school students and at several P.T.A. meetings that on some occasions counseling of Negro children has been in line with assumed job opportunities. In any event the counselor faces a difficult task with the limited time he has available for the large number of students assigned to him. More counselors or more full-time counselors are needed.

6. Teachers

During 1958-1959 there were 560 teachers in the Berkeley School District of whom 36 were Negroes, 13 Japanese, 6 Chinese, and the remaining 505 Caucasian. The minority group teachers were assigned to the schools as follows:

	Negroes	Japanese	Chinese
Elementary			
Columbus	3	1	
Emerson	1		
Franklin	3	1	2
LeConte		2	1
Lincoln	8	3	1
Longfellow	7	1	
Washington	2	1	
Junior High			
Burbank	6		2
Garfield		1	
Willard	5	1	
High			
Berkeley	1	1	
McKinley		1	
	36	13	6

During the same year, 428 applicants for teaching positions were interviewed and 126 were employed. Classified by race the hirings were as follows:

	Interviewed	Employed
Caucasians	396	114
Negroes	19	8
Japanese	7	3
Chinese	6	1
	428	126

The practice of the School District has been not to assign Negro teachers to a predominantly white school unless requested by parents at that school (which to our knowledge has occurred once) or until there is a sufficient nucleus of Negro pupils. In assignments to schools with many Negro pupils the School District has sought either teachers with interracial experience or those who, because of sufficiently long teaching experience, may be expected to succeed.

It appears that generally speaking teachers do not, either as students of education at a college or university or through an in-service training program, obtain systematic instruction in meeting the special needs of students, both white and nonwhite, in a racially divided community. It is evident to this Committee that there is not only need, but a desire on the part of many academically competent teachers, for an in-service training program which will enable them to understand better the problem confronting children of races other than the teacher's own.

7. Ability (homogeneous) grouping and the performance of the Negro child

Beginning with their entry into junior high school children are grouped according to ability as shown by performance, by I.Q. and other tests, and by the estimates of teachers and counselors. This grouping, which with any individual student is subject to revision if he shows significant change in either direction is intended to make it easier for him to reach his full potential academically, the fast student not being held back by the slow nor the slow panicked or frustrated by inability to keep up with his faster competitor. In Berkeley, because

During the above year, 258 applicants for teaching positions were interviewed and 126 were employed. Classified by race the bridge were as follows:

	Interviewed	Employed
Caucasians	247	114
Negroes	9	5
Japanese	1	1
Chinese	1	1
	258	126

The practice of the School Department has been not to assign Negro teachers to a predominantly white school unless requested by parents at that school (which to our knowledge has occurred once) or unless there is a sufficient number of Negro students. In assignments to schools with many Negro pupils the School District has sought those teachers with intercultural experiences or those who, because of additional time teaching experience, may be expected to succeed.

It happens that generally competent teachers do not, either as students at schools and a college or laboratory or through an in-service training program, obtain systematic instruction in meeting the special needs of students, both white and Negro, in a racially divided community. It is evident to this Committee that there is not only need, but a desire on the part of many academically competent teachers, for an in-service training program which would enable them to understand better the problem confronting children of race other than the teacher's own.

7. Quality (knowledge) grouping and the performance of the Negro child.

Beginning with their entry into junior high school children are grouped according to ability as shown by performance, IQ's and other tests, and by the estimates of teachers and counselors. This grouping, which when any individual student is subject to review, is not to cause significant change in either direction is intended to make it possible for pupils to pursue their full potentialities accordingly. The fact although not taken into account in the tests for the above grouping that the above mentioned or future tests by themselves do not, in fact, do justice to Negro students. In Bedford's opinion

of the poorer average performance of the Negro, this teaching device results to a considerable extent in grouping by race as well as by ability, the faster classes being predominantly white, the slower Negro.

Although statistics were not readily available, there is no doubt that the academic achievement of the Negro child in our schools is below that of his white counterpart and is frequently below that of his own potential. There are outstanding Negro students, but the more substantial number is academically at the foot of the class. This relatively poor performance becomes clearly recognizable in the seventh grade when ability groupings go into effect. It is undoubtedly attributable to a number of factors, some of which have already been mentioned. In any event, the Negro's sense of inferiority, except among the more stout-hearted has destroyed his self-confidence, thus weakening his motivation to the extent he will settle for goals far below his capacity.

8. Communication with parents

At the end of every term throughout a child's schooling his parents receive a written report on his work, and when elective courses become available in the junior high school their approval of his choices is required. Much of the value of these devices may be lost when the child reaches a grade higher than that attained by either of his parents, as not infrequently happens in Negro families.

Parent-teacher conferences in the elementary schools have proved of great value in coordinating the efforts of home and school. The parents of each child are requested once a term to meet privately with his teacher. Though brief, these conferences enable the adults to pool their knowledge of the child, perhaps to agree on approaches to specific problems, and, what is in some instances of great importance, the conferences offer the teacher an opportunity to clear up misconceptions which may have produced in the parents distrust or hostility toward the school with consequent damage to the child's enthusiasm.

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These conferences are held only by the elementary schools. In the junior high and high schools parents are free to consult counselors but the initiative must come from the parents, and there is no provision for routine consultation. It is the custom throughout the School District to invite parents en masse on one or a few evenings during the year to visit the classrooms and meet their children's teachers.

The vital need for the parents' collaboration with the school in the teaching process is referred to again in this report. The official channels of communication between school and home just described, necessary and valuable as they are, are not sufficient. Parent-Teacher Associations, Mothers' Clubs and Dads' Clubs provide splendid means of coordinating the efforts of parents and teachers.

At the present time one or both parents of approximately 45% to 50% of the school children are members of the P.T.A. The percentages vary both as to the type of school and location of the school. The elementary schools run from 60% to 65%, the junior high schools from 40% to 45% and the high school from 30% to 35%. Insofar as location is concerned, the elementary schools in the predominantly white areas run from 70% to as high as 80%, while those in the predominantly Negro areas run around 40%. Garfield Junior High has a membership of about 60% which is not only higher than that at Willard Junior High and Burbank Junior High, but higher than that of any elementary school in the predominantly Negro or fusion areas. The normal attendance at P.T.A. meetings is usually under 10% of the membership and 20% is considered a large turnout.

B. Behavior

During the last five years there have been in Berkeley extremely few instances of open conflict between children of different races; most fighting among juveniles is between members of the same race (and with surprising frequency girls are the combatants). However, arrests of persons under the age of

eighteen in Berkeley during the past decade have been markedly higher in relation to population for Negroes than for whites.

IV. RECOMMENDATIONS

A. Progress of the Negro

The condition of Negro Americans is now changing so rapidly in the direction of equality of opportunity and status that it has been described as a revolution. For example, it appears probable that Negroes during the next decade or less will begin to occupy on a significant scale positions in the learned professions and in business. It is of very great importance that the children of Berkeley, white as well as Negro, be prepared for an experience fundamentally different from that of their parents in regard to growing up in relation to the other group.

B. Responsibility of schools, parents, and community

In making recommendations to the Board of Education, this Committee wishes to point out that the Berkeley schools did not create the interracial problems which are the subject of this report, although they do have the responsibility of attacking them. We are satisfied that we have an excellent school department and that both the administration and the teachers have a deep concern over the problems involved. Indeed our observations indicate that the Berkeley schools and their teachers are making good progress in educating the children despite the interracial complexity of the City. At the same time there is still more the schools can do to overcome the problems arising from this racial complexity.

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The schools are, however, only one part of the educational process. It is true that from the ages of 5 to 18 the schools play the major role in this process, but during the first five years, and likewise during the school age itself, the home and the community are having their effect also. The home and the community are largely responsible for the goals of learning the child wishes to achieve. The schools can not adequately fulfill their responsibility without recognition on the part of the individual homes and the entire community of an accompanying responsibility. These recommendations are made with the hope that this responsibility will be recognized and accepted.

C. Behavior Problems

The following recommendations do not specifically deal with behavior problems. A child's behavior, as far as the school is concerned, is dependent on the individual himself, his home, the environment of his community, and his attitude toward school. The Committee's recommendations which are aimed at creating better understanding between the races, inspiring greater responsibility on the part of parents, providing greater motivation for Negro children, and increasing cooperation between the school, the home, and the community, if carried out should go a long way in solving behavior problems.

D. Recommendations

1. Development of the Negro's potential

It is necessary, for the good of both the community and the student, that each individual be given the opportunity to develop his full potential while in the schools. It is a fact that many Negro students are not so developing.

Therefore, we recommend that the importance of emotional factors in the education of minority group students be kept before school personnel.

To remedy the racial characteristics of the homogeneous grouping in junior high school and high school, we recommend that steps should be taken at the elementary grade levels to bring up the performance of those in the minority groups, but recognition according to ability and merit be vigorously maintained.

The public schools should endeavor to provide for the minority group child an opportunity to develop his full potential ability in both scholastic and social areas, seeking to give atmosphere and encouragement which will motivate the student to put forth his best efforts.

2. Airing of grievances

In some instances the Negro's hostility and feeling of being the victim of discrimination is based on a misunderstanding of the facts. This hostility has its roots in psychological and historical factors which are of long standing and nationwide in scope. Conditions in this City, however, are favorable to an effective attack on this problem. In general terms the solution would appear to lie in real two-way communication, in discovering what the grievances are, so far as they concern the schools, and in a frank and convincing presentation of conditions as they actually are. In view of the fact, therefore, that Negro children constitute more than one-fourth of Berkeley's school population and continue to increase their ratio, and that hostility, whether founded or unfounded, interferes with the educational process,

We recommend that the Board of Education instruct the Superintendent of Berkeley Schools to institute procedures which will enable all grievances to be investigated and handled in such a manner as to dispel unfounded hostilities.

3. Exchange visits among elementary school children

Most of our school children experience significant racial integration for the first time at the junior high or high school level. Many of the reciprocal antagonisms which exist between the Negro and Caucasian can be avoided if the two races have the opportunity to mingle with each other before the child's mind has become prejudiced.

We recommend that the Board of Education consider the feasibility of exchange visits from possibly the second grade level on a city-wide basis in accordance with various common bonds - for example, age, grade unit, activity, or recreational interests, etc. - which would help to further mutual recognition, understanding, respect, and acceptance of diverse living and cultural habits. (See Appendix J for several illustrations of programs outside of the schools which have already proven worthy in improving racial understanding.)

4. Minorities in U. S. history

We recommend that the Superintendent of Schools reexamine the curriculum of the schools and ascertain if the textbooks and teaching curriculum offered in the schools include sufficient material relative to the contribution of minority groups to American history and society.

We further recommend if they are found deficient that sufficient special supplementary materials be made available to all teachers for their use in the teaching process, and that appropriate materials be made available to all students at every grade so that they will be aware of the contribution of these groups to the greatness of the United States. Regarding some textbooks which develop this contribution, see Appendix K.

5. Incentive counseling

It is the Committee's recommendation that the principle be reemphasized that counseling as to curriculum should be squarely upon the basis of academic ability and interest and without one-sided consideration of assumed "job opportunities"; that the benefit of the doubt should be given to the child in this regard; and that when any child is being directed into a non-academic course of study which would preclude college, then this fact should, in unmistakable terms, be brought to the attention of the parents. Furthermore, in recognition of the important role of the counselors, it is the Committee's recommendation that con-

sideration be given to increasing the time available to counselors for counseling and to affording specialized training in counseling, inclusive of instruction in interracial relationships, to those counselors who have not already received such training.

6. Curricular opportunities

Our findings indicate that curriculum is standard throughout schools of the same grade levels, and that where apparent curricular inequality exists it has been due to lack of student and parent interest in certain subjects, together with lack of understanding of the curricular opportunities available.

We recommend that the principal in each school consider it his duty to stimulate student and parental interest in all of the curricular opportunities offered students at the same grade level anywhere in the Berkeley system.

We further recommend that parents take the initiative in becoming better informed concerning the scholastic requirements for the professions, trades, and other vocations in order to better encourage the children to make the best use of curricular offerings.

7. Employment opportunities

The School District should continue its student employment program with a continued effort for a closer cooperation with the California State Department of Employment in order to develop and improve the employment services for all students.

It is suggested that the Board of Education explore the possibility of including in some program in the schools a strong emphasis on job-seeking methods. This would include how to look for a job, proper methods of application and preparation, and the importance of appearance and manners. This training might eliminate the possibility of some boys and girls not obtaining employment because of their attitude, appearance, or behavior.

attention be given to increasing the time available to counselors for counseling and to alleviating credentialing problems in counseling, including a shortage in interpersonal communication, to those counselors who have not already received such training.

6. Curricular support activities

Our findings indicate that curriculum is attended throughout most of the same grade levels, and that some significant curriculum development has been done by teachers of students and parent interest in certain subjects, together with lack of understanding of the curriculum opportunities available.

We recommend that the curriculum in each school necessary to be made to stimulate student and parental interest in all of the curricular support offered students at the same grade level according to the feedback system.

We further recommend that districts take the initiative in recruiting teacher interest specialists who implement curriculum or the curriculum, [illegible], and other vocational [illegible] to encourage the [illegible] to permit the use of curricular [illegible].

7. Recruitment opportunities

The Santa Barbara District should continue the present recruitment program with a continued effort for developing concerned [illegible] the California State Department of [illegible] to [illegible] the [illegible] for all students.

It is suggested that the [illegible] of information concerning the possibility including in [illegible] in the schools a [illegible] on job-seeking [illegible]. This would include [illegible] for a [illegible] methods of application [illegible] and the importance of [illegible]. This training should [illegible] of a [illegible] and [illegible] such [illegible] [illegible] and [illegible] [illegible] or behavior.

8. Hiring and assignment of teachers

We recommend that the Board of Education follow strictly a policy of employing the best qualified teachers and placing them in schools regardless of race, and that it reconsider the present policy of not placing Negro teachers in a predominantly white school unless requested or until there is a sufficient nucleus of Negro children. We feel it would be a definite aid in improving interracial relationships if qualified Negro teachers were placed in predominantly white schools, as well as the fusion and predominantly Negro schools.

(This report was prepared on the basis of conditions existing during the school year 1958-1959. Since the drafting of this report there have been some assignments of teachers for the fall semester of 1959 which indicate that the Board's restriction relative to placing of Negro teachers as mentioned above may have been relaxed.)

9. Special training of teachers

We recommend that the Superintendent of Schools include in the training program for all teachers specific help in understanding the special needs of both white and nonwhite students bounded in their learning experience by racial, social, or economic restrictions;

That interested teachers be encouraged to take special accredited courses to improve their skills in the area of racial and social problems as they relate to educational procedures; and that the Board of Education encourage teaching institutions to include in their curriculum courses of study that may give prospective teachers a better understanding of the special challenges in the racially divided community.

10. Participation by parents and citizens

The problems with which this Committee is concerned are deeply involved with peoples' feelings, and since the primary influence on the child's attitudes during his most formative years is his parents' attitudes, their

cooperation with educators is indispensable for successful results. These results will depend on the establishment in children, both Negro and white, of concepts (in some instances widely at variance with those common today) which will be extremely difficult without at least some change in the parents' attitudes. But parents, despite their goodwill, are at present almost universally unprepared for real change. For example, not only did their childhood textbooks largely ignore Americans of Negro ancestry except as slaves, but few parents have any real knowledge of the nature and working of the race myth as it has come during the past two or three decades to be understood by sociologists. Hence, in these matters, the education of the child may require the reeducation of the parents.

We recommend that in order to insure the effective collaboration of parents, the Board of Education take the initiative in a program of parent education both directly through, for example, adult evening classes, and indirectly through such auxiliary means as programs of the Parent-Teacher Association.

We recommend further that the Board urge groups and organizations in the community - such as churches, service clubs, and fraternal groups - to obtain greater community, parent, and teacher participation in this field of racial understanding.

11. Responsibility of the Negroes in learning process

It appearing to the Committee that some minority group students and their parents are not recognizing their responsibility in the learning process, we recommend that those students and parents be confronted firmly with their responsibility. Misguided sympathy or condescension on the part of teachers leads to a low expectancy stereotype both scholastically and socially injurious to the progress of the minority group student and the whole community. Close cooperation is needed between the home and the school in order for school personnel, beginning in the elementary grades, to effectively instill proper study

techniques, library use, note taking, the importance of accuracy and detail, as well as good behavior patterns.

12. Social life

The Committee had many discussions with both students and adults relative to social life in the schools, and the schools' responsibility therefore, and the Committee's only recommendation is that, because of the large enrollment and racial diversity at Berkeley High School (now approximately 3,000 students), the Board of Education should consider whether it has any additional responsibility regarding the social life at the high school.

13. Citizens committee

We recommend that the Board of Education consider the appointment of a standing citizens advisory committee to counsel with the Board of Education on interracial relations within our schools.

In concluding, we sincerely thank the Superintendent of Schools, the school administrative and teaching personnel who gave so unstintingly of their time and efforts in assisting us in this study.

We also thank the various other persons both in and outside this community who, in their appearances before the Committee or in interviews with Committee members, furnished us with information relative to this study.

Finally, our sincere thanks to Mrs. Warren K. Hilliard who painstakingly kept and prepared the minutes of our meetings.

Respectfully submitted,

Redmond C. Staats, Jr., Chairman	Frankie D. Jones
Roy N. Anaclerio	Robert B. Munger
Ruth W. Avakian	Roy Nichols
Kenelm W. Benson	J. Wallace Oman
Barbara J. Bryan	Iva B. Pastorino
Edward G. Chandler	Doris Tabor
Wayne M. Hooper	Victor D. Vieira

(Presented by Rev. Roy Nichols)

A STATEMENT TO THE BERKELEY
BOARD OF EDUCATION

Tuesday January 7, 1958

*By a special Committee on The Berkeley Schools of the Board of Directors of the Berkeley Branch of the National Association for the Advancement of Colored People

Members of the Board of Education and Ladies and Gentlemen

We are pleased to have this opportunity.

The National Association for the Advancement of Colored People has a warm concern for our Public School and a deep respect for the custodians, teachers and principals who are daily engaged in creating the future of the nation. We are equally grateful for the work of our Superintendent, Dr. Nelson.

We salute the members of the Berkeley Board of Education. No group of citizens contribute more to the future of democracy than those who serve in the Public Schools of America.

As an Association, we have been identified with the struggle against all forms of racial discrimination. But this is not a negative, accusing, critical task -- as some have supposed. We are constructively dedicated to the fulfillment of man's Divinely ordained destiny--Freedom; responsible freedom; righteous freedom; freedom equally apportioned to all men, without regard to race, creed or color.

Because our city is roughly divided, due to a traditional housing pattern, integration is a real issue in our "fusion schools." By "fusion schools," I mean those schools -- on the Junior High and Senior High level - which bring together students from racially exclusive communities.

Secondly, the racially separated schools in the Negro community run the risk, because of peculiar problems of cultural or educational unreadiness, of being considered inferior. This general designation is a source of great concern for the Negro parent who desires the highest incentives for his or her child.

Thirdly, our whole approach (in both the white and Negro Community) is somewhat complicated by a high degree of transiency (both student and teacher), cultural unreadinesses, latent prejudice, teacher inadequacies, disciplinary problems, family breakdown and marginal interference from out of school youngsters. We are sympathetically aware that school administrators, under these circumstances are "hard put."

But here, within the shadow of one of the world's greatest institutions, we have our resources, we have intelligence, we have unlimited possibilities for cooperation.

We have heard of the Springfield Plan, the St. Louis Plan, The Washington Plan. What is the Berkeley Plan to meet this opportunity?

We want to help. But you must set forth the program that we may do so with intelligence. We want to cooperate. But we must be told the facts. We want to assist. But we cannot unless we are invited.

Our concern is not for the present alone: We know well that this area of the Pacific Coast has only begun to see the population groundswell about to descend upon us. Most of it will come from the South and the Far West. In some respects, our task is as difficult as "Little Rock's."

We are here to learn how we can help.

1. How can we help in dealing with behavior problems in and around our schools?

2. How can we help to insure that "Identical" educational opportunities will (be) presented to all of the children in Berkeley?

3. How can we help with an in-service training program for teachers to help them in promoting the highest standard of education and the highest standard of race relations in our schools?

4. How can we help provide and appraise an extra curricula program to include all children at all levels of readiness?

5. How can we help insure "Incentive Counselling" that will challenge a child to improve and overcome rather than to "accommodate" his outlook to present opportunities?

6. How can we help to make student government a greater force in the fulfillment of the highest and best in all students; and insure the participation and cooperation of all?

7. How can we help in the process of distributing minority group teachers into all of our school as a means of aiding faculties and students in racial understanding in the racially exclusive school situation?

8. How can we help the administrative leadership of our schools in presenting and executing a program involving integration techniques and procedures?

9. How can we help?

We do not expect this to be the last meeting on these matters. We hope this will mark the beginning of a far reaching, inclusive "Berkeley Plan" that will lead the nation in dealing with this most pressing opportunity in American life.

SUMMARY REPORT of the CONFERENCE ON INTER-RACIAL RELATIONSHIPS AT BERKELEY HIGH SCHOOL

As a result of a recommendation of the Board of Education's Inter-racial Problems Study Committee, an Information Gathering Conference on Inter-racial Relations at Berkeley High School was held at Stiles Hall on April 18, 1959.

The conference was attended by some 90 students, 50 of whom were white, 30 Negro and 10 Oriental. These 90 students were separated, by class grade, into ten discussion groups, which held two 90 minute sessions. In the morning they developed problem inventories of inter-racial relationships at Berkeley High School, and during the afternoon they discussed possible solutions for these problems.

In addition to the small group discussions, the conference participants observed and discussed a socio-drama and a "rumor clinic," involving typical inter-racial situations, and heard reports from the several small groups. In general it is fair to say that the overwhelming consensus of the participating students was that, although there may not be imminently explosive problems involving inter-racial relations at Berkeley High, there are problems and more could and should be done by parents, school authorities and the students themselves to improve this aspect of their school life.

Specific problems and possible solutions raised during the small discussion group meetings are listed below, and the number of groups mentioning each is also indicated.

PROBLEMS RAISED IN SMALL DISCUSSION GROUPS

1. Social clubs enforce a pattern of racial segregation on the school campus. (Mentioned in 9 groups.)

2. Some counselors discriminate by urging most Negroes to take vocational majors.(9)

3. The pattern of residential segregation in Berkeley discourages after-school inter-racial friendships. (8)

4. Students of all races who attempt to cultivate inter-racial friendships are ostracized by members of their own race. (5)

5. Some white parents prevent their youngsters from associating with Negroes outside of school. (4)

6. There is a tendency on the part of white students, counselors, and teachers to stereotype Negro students. (2)

7. Diverse cultural and socio-economic backgrounds make for difficulty in understanding and adjusting to one's fellow students. (2)

8. Some teachers manifest anti-Negro sentiment--usually subtle--in the classroom:

   a. In some instances white girls are told to take special care of their valuables, and watch their lockers closely--implication is that Negro girls may steal. (2)

8. (cont.)
   b. In some courses teachers do not offer Negroes the same amount of help as that offered whites. (2)

   c. An academic course teacher made the statement that there should be a separate high school for Negroes in South Berkeley. (1)

   d. An academic course teacher told white students that Negroes are "dumb" and "we try to weed them out before they get to the second level of this course." (1)

The following were mentioned as problems in single groups:

9. Some Negro parents are intolerant of whites and they insist that their children associate exclusively with other Negroes.

10. Some Negro parents do not teach their children to value an academic education.

11. The very limited number of Negroes in the college preparatory program makes the development of inter-racial friendships difficult.

12. Many Negro students in vocational majors resent other Negroes who have been allowed to take college preparatory courses.

13. Some Oriental parents discourage their youngsters from associating with Negroes.

14. A great many Oriental students make little or no effort to associate with either whites or Negroes.

POSSIBLE SOLUTIONS RAISED IN SMALL DISCUSSION GROUPS

1. Student conferences to promote inter-racial understanding should be held regularly. (Mentioned in 8 groups.)

2. Conferences dealing with prejudice and discrimination should be instituted for teachers and counselors. (4)

3. Through conferences and other educational devices parents should be given a positive education in race relations. (3)

4. An inter-racial atmosphere should be openly encouraged for all school social activities. (3)

5. Students attending this conference should return to school, make a dedicated effort to become closely acquainted with students of other races, and take the lead in planning inter-racial school events. (3)

6. Berkeley High School should hire Negro teachers and counselors. (3)

7. There should be a series of articles in the school paper focusing on aspects of the race problem at Berkeley High. (2)

8. Social Clubs should be forced to integrate their memberships. (2)

9. Social clubs should be abolished. (2)

10. Efforts should be made to eliminate prejudice--whether conscious or unconscious --in counseling. (2)

11. Regular school assemblies should be held, dealing specifically and directly with manifestations of the race problem. (2)

The following possible solutions were mentioned in single groups:

12. Required course in American Negro History for Berkeley High students, with a competent instructor teaching.

13. Study prejudice and discrimination to a greater extent in sociology.

14. Residential desegregation in Berkeley.

15. Cooperative work projects among social clubs.

16. School-sponsored, inter-racial drop-ins.

17. Berkeley grammar schools should be desegregated.

Summary report prepared by John A. Martin, Jr.

April 30, 1959

BERKELEY PUBLIC SCHOOLS

January 26, 1959

COMMITTEE TO STUDY CERTAIN INTERRACIAL PROBLEMS IN THE BERKELEY SCHOOLS AND THEIR EFFECT ON EDUCATION

The ninth meeting of this Committee was called to order by Chairman Staats at 7:35 p.m. The following members were present:

Judge Redmond C. Staats, Jr.
Mr. Roy Anaclerio
Dr. Kenelm Benson
Mr. Edward Chandler
Mr. Emery J. Curtice
Mr. Wayne M. Hooper
Mrs. John Pastorino
Dr. James Preston
Mrs. Leon Tabor
Inspector Victor Vieira

Members of the Committee unable to attend the meeting were:

Mrs. Ruth Avakian
Mr. J. T. Aungst
Mr. Alfred Baxter
Mrs. Barbara Bryan
Mrs. Frankie Jones
Mr. J. Elwin LeTendre
Rev. Robert B. Munger
Rev. Roy Nichols
Mr. Wallace Oman
Mr. Arthur Shearer
Mr. Elmer Venter

Chairman Staats introduced to the Committee several recent graduates of Berkeley High School. They had been asked to come and discuss ideas they might have on problems of the races getting along with each other and also to mention any problems they might have along this line as individuals. Three were Negro, three were Caucasian, and one was of Oriental ancestry. The three Caucasians and the Oriental girl were members of social clubs.

1. (Caucasian student) What do the social clubs do for or against the race problem in Berkeley. I do not think there are any problems. When students first come to Berkeley High they stick together with their respective groups. The point of social clubs taking over and forming a clique is something you can show pro and con. I think one of the reasons is that we are too close to the University of California and the social clubs are trying to copy. I have had more fun in Sea Scouts than I have with the social clubs at Berkeley High. I think eventually this problem may work out. We have had dances with mixed groups and it has worked out well. These were private parties. I would like to see the clubs get mixed in. I think it would do a lot for the school. I know a lot of Negro kids that I would place above kids in the social clubs. This bit about, "I am in a social club....." may break down. I do not find any problems. I enjoy those in the other clubs. I haven't found any problems at Berkeley High School myself.

2. (Negro student) There isn't really much complication about social clubs. They sell bids for dances and I don't think there is much trouble about it. I think the trouble is mostly with the parents thinking that it is all right to go to school with other races but that is all.

Question: Are the clubs, as they are now, all white and all Negro or are they mixed? Aren't most of the clubs ruled by one set of rules?
Answer: There is an Inter-Club Council at Berkeley High School. From what I understand our colored clubs can also get in this Council.

3. (Caucasian student) There will be clube anywhere you go. Let's say you had a complete school of all Caucasians - you would call those in the clubs 'segregation'. At Berkeley High there is not really segregation in that if you did put the colored kids in the social clubs I do not think they would enjoy it. For one reason I think that they get along better with their people than with us. It would take a long time to break down barriers. Parents or others instill certain things in us. We may not know this at first, but we get it after awhile from somewhere or somehow. If you put them in the clubs together there would be a lot of hubbub about it. On the football field there never seems to be any difficulty among the players. We get along pretty well and never have any trouble over clubs. At the end of the season some of my best friends were colored kids. The reason there is prejudice is because of one's parents.

4. (Caucasian student) I had the opportunity of being president of my social club and this gave me a great deal of information about how they are run. I have also talked a great deal with Mr. Ammens and the colored girl who is president of the Girls Association at Berkeley High. I was interested in talking to her about it as she realizes the problem. She told me about the colored kids clubs; there are four of these at Berkeley High. She told me their purposes and we talked about the whole problem. When I was president I was in charge of the dances and we sold tickets. The trouble that came up was when we had dances at places where Negroes were not allowed. Opposition came from parents of the kids in the clubs when they talked about having other races included. I must admit the social clubs are dying out. When students get in the twelfth grade they begin to lose interest. One of the objections that came up is that if the colored kids were allowed to join there would be dating which might lead to marriage and the parents worry about it. In athletics things can become very well related and in academic life everything is very well integrated. I think the social clubs can be a big help if handled right, otherwise they could hinder.

5. (Negro student) Jack and Jill is a social club for Negro boys and girls and it has groups all over the U. S. They meet in national conferences to exchange ideas. (Note: It incorporates all age levels and is based on family participation, not just high school groups.) Actually, I do not think there is really a problem about social clubs; it is those people who feel they are left out and who are very sensitive about it. The problem is that people differ in a lot of ways and the groups seem to separate themselves. Sometimes they feel if a person is in a different clique or is a different color they should not associate with each other. I have been to a lot of mixed parties and I do not have any trouble. It is not true that the social clubs run Berkeley High School. True, there is going to be a problem between the races, but as far as the kids are concerned, they have been very nice to me. We don't give a darn about sitting next to anyone in class or participating together in sports. I think the whole fault lies with the parents.

6. (Oriental student) I agree with what I have heard the others say. It never occurred to me, until I learned from parents, teachers and a school dean, that the mixing of races was a problem. Oriental group clubs are formed mostly in church groups. I did not go to these very often because I felt they were for

social and not religious reasons. I do not think it is the Negro or Oriental, but rather the white students who feel badly. I enjoyed being a pompon girl and heard many good comments when we went to U. C. to perform because we had an interracial group. Pompon girls are elected as individual members. I felt this was the best experience I have ever had and I enjoyed being with the group.

7. (Negro student) Actually my father was the 'pusher' behind a group of us who tried to organize an interracial club a few years ago. We had a club dance at Mosswood Park and invited two other clubs and we had a nice time and a good turn-out and there was no trouble. We included Caucasians in our club and they all thought it was a good idea and pushed it; some of them held office in the club. Over a period of two years we had a very nice time, but when we graduated the club died down. My father is thinking about trying to start it up again. I do not recall any of the different races trying to get into the club, but we were invited to some of their meetings and they showed us a nice time.

(Caucasian student) We keep talking about the parents. I think we can handle this for ourselves although we don't have as much experience as the older folks. I do not think there was a problem when you people were teenagers. At a recent High School election there was a vote of 2-to-1 for a Negro girl running against one of the most popular white girls in the school. I think if a lot of parents went to school during the day and observed they would be surprised. I feel it is up to the kids if a white girl wants to date a colored boy or the other way around. It doesn't bother me. A friend told me that at El Cerrito High the colored kids stay to themselves at the dances and he was surprised to see the white kids dancing with Negroes at Berkeley High and thought it was a swell idea. If we are trying to prove something to the parents, I think we have at Berkeley High.

Question: Is it the opinion of most of the kids at Berkeley High that their parents are not educated in race relations?
Answer: The experiences you people might have had probably were different than things are now.

Question: As far as you are concerned, do you think the teachers play any favorites by race?
Answer: No. I think they play it down the middle.

Question: For these club dances, bids can be purchased by any student; is that true?
Answer: Yes, except in cases where it is specified in certain buildings that no colored kids can be allowed. I do not know of any such places in Berkeley.

Question: How do you base your rushing and select those who are invited into a club?
Answer: Some of the comments made by club members are "she is sweet", "she's okay", etc. Comments are based on personal opinion. Our club is not on the basis of social background; we know very little about the families.

Question: Have any of the minority students been rushed?
Answer: Yes, but no Negroes have been invited to join.

Question: How large are most of the clubs?
Answer: Clubs are limited to 50 members because meetings are held in the homes.

Question: Is there a parents' council?
Answer: The parents of a few of the students form a council. The Inter-Club Council includes a representative from each social club. The parents have set up a constitution specifying so many chaperones for each affair, so many lights on, when dances are to end, etc. Most parents try to evade the responsibility of being on the parents' committee.

Question: Did your father have the assistance of other Negro parents in helping to organize your interracial club?
Answer: Yes, and whites too.

Question: What do you mean, "The race problem is only natural?"
Answer: (Negro student) You tend to stay in your own clique. When you first start school you go with the kids you usually play with and who are in your race. When you go to school you stay in the same groups. It is kind of hard to get a group of kids from one part of town to mix with those from another, also their ideas are in conflict with each other. When a certain group of kids stays around together their ideas tend to be on the same line. You can't tell one group to appreciate the entirely different ideas of another group. It seems to me that the kids at Burbank feel inferior when they come to Berkeley High.

Question: Do you think they feel their Junior High is inferior?
Answer: It is usually the training the parents have given them at home. Some parents in certain districts have more education then others. Those down in South Berkeley tend to teach their children to stay away and to feel inferior to kids in other groups.

Question: Can you tell us something of an experience you had recently with a Board of Control dinner in San Francisco?
Answer: We had our B.O.C. dinner at Grison's and there was only one Negro boy in the group. When we went in people looked at him like he was something out of another world. (Caucasian student)

(Negro student) It is things like the B.O.C. dinner that makes a colored boy feel he should not be there; when someone starts staring at you when you are having a good time you can get a queer feeling. I don't exactly resent it, but it gives me a funny feeling.

Question: In your Board of Control meetings at school didn't you find that everybody expressed their ideas and that nobody held back?
Answer: There are 19 on the Board of Controls and the percentage of minority representatives in the group varies from year to year.

Question: (Directed to a Negro student) Will you teach your children to try to help break down this prejudice or would you teach them that they will be uncomfortable and they should stay away?
Answer: I would tell them that if their friends are among the other race stay with them if you want to go along and try not to get the feeling of being inferior because in life if you feel inferior you never get anywhere.

Question: To take parents off the hook, would you say that perhaps parents are broadminded as far as children having the same opportunity in school and in other activities, but they are not ready for social integration, or do you think they are not broadminded at all?
Answer: I think on the high school level the answer is yes, on the college level no.

We haven't got our social sciences right yet and it will be quite awhile before we do. People tend to conform all the time, but it is the group thinking that really counts. Individuals may think one way but they act the way they think the group would want them to act.

Question: About counseling at Berkeley High School - is there any prejudice concerning what the students take?

Answer: (Negro student) They are trying to counsel you into what they think you ought to go into. When I first went to Berkeley High I had one C final in Burbank and when I got to High School I was advised to take an entire shop course. I was only able to take a college course because I insisted on it. I know several boys were advised to take shop courses and they did.

Question: Is there any effort to put Negroes in certain classes and whites in others? Do you get this from counselors?

Answer: I do not know if this is from the counselors, but there is a feeling that the Negroes should stay in shop courses and the Caucasians and Orientals should take academic courses.

Question: Do you think this is because the counselor might be helping them into a field in which they might get jobs?

Answers: In general it has been assumed that athletically the colored are superior to the whites and the whites are superior academically. I think that counselors are going on this theory.....Many times people think the Negroes are dumb and the whites aren't.....It is true that the minority have not had an education because they have to get out to work at an earlier age..... As to counselors putting students in certain classes, I think if a student has enough to go through an academic field he should be allowed to (do so). They tried to place me (i.e. a Negro) in a shop course, too, but I brought my parents to school. Negroes are progressing slowly, but you do not hear very much about this.....I can see why these Negroes end up in the shop courses, because they are not able to get jobs in the business world. I think if the business world would let the Negro in they would feel more like competing. Since they are not often able to get college courses and there is no push at home they do not try. If your home information is not high (because those who work in a factory come home and talk about just that) that's all you know. It is the environment that runs the kids.

Question: Is there any feeling among many of the Negroes about their people associating with whites and trying to curry favor?

Answer: (Negro student) A lot of Negroes feel that way if you associate with whites; you can be a social outcast with your own race and the Caucasian parents won't like it either.

Question: Is there any circumstantial evidence that parents tell their kids, "You can't associate with the colored kids."

Answer: A lot of the Caucasian parents do not realize just what goes on at school. I think the good out number the bad in any group. A lot of criticism in the papers is all the bad being done. No one ever takes into account what good is being done. The publicity is always about what is done that is bad.

Mr. Hooper pointed out that in recent years there has been an understanding that newspapers no longer identify individuals in the news by race.

Question: Do the Japanese go to their own schools every day after regular school?
Answer: (Oriental student) Only on Saturday afternoons to learn to read and write the Japanese language.

Question: Are you the first minority student to get in a social club at Berkeley High?
Answer: (Oriental student) No, the second.

(Note: Mr. Curtice pointed out that he knew of at least two other minority students who had been included in social clubs at Berkeley High School.)

Question: Have there been any efforts to again start the interracial social club in the last six months?
Answer: (Negro student) I do not know much about it since I only come home on weekends, but I think my father has done some work on this.

Question: It was mentioned that when you get in the twelfth grade interest in social clubs goes down. Do you think that any club taking in all the classes would be a good idea?
Answer: I think the size of the school (facilities) determine the size of the clubs. I think it would help if there was a bigger place to meet. There is one point which I think is important - the Fire Department sets a limit on the number who may attend a dance in the High School social hall. The social clubs are trying to take care of the overflow created because of the restrictions.

Question: I have heard that the clubs were outlawed at Berkeley High, what about this?
Answer: Yes. Now they are not supposed to sell bids on campus but they do. You aren't supposed to have any hazing on campus; this rule is also broken. It is very hard to enforce rules. The school does not offer many social opportunities. If they added more they could do a lot to break down social clubs.

Question: Are there any instances at Berkeley High where a social club has sponsored a skit or entertainment under a club's name?
Answer: Sometimes acts are put on by members from a club who are friends.

Chairman Staats thanked the students for appearing before the Committee and expressing their opinions so frankly.

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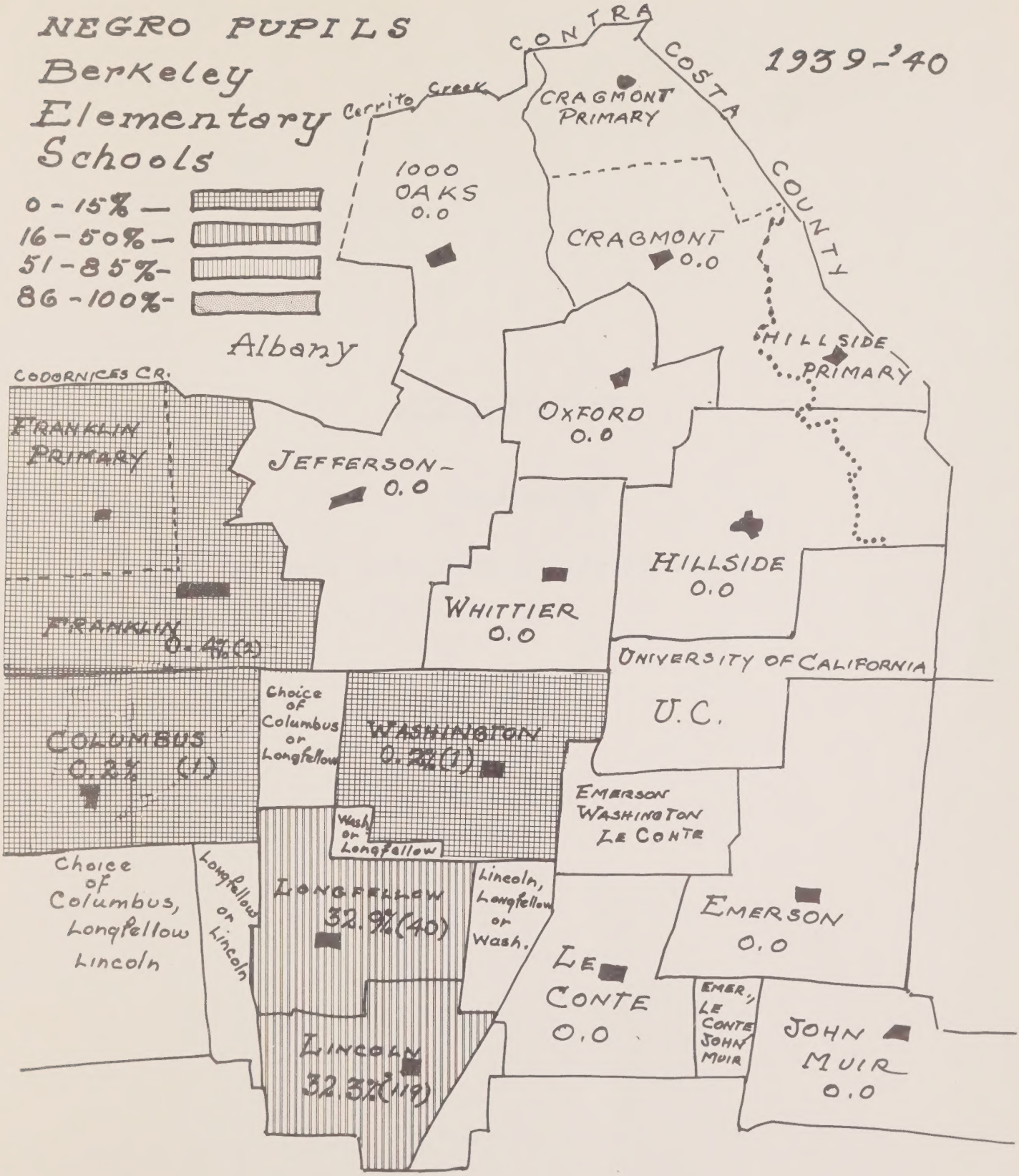
APPENDIX D

1939-1940 Map

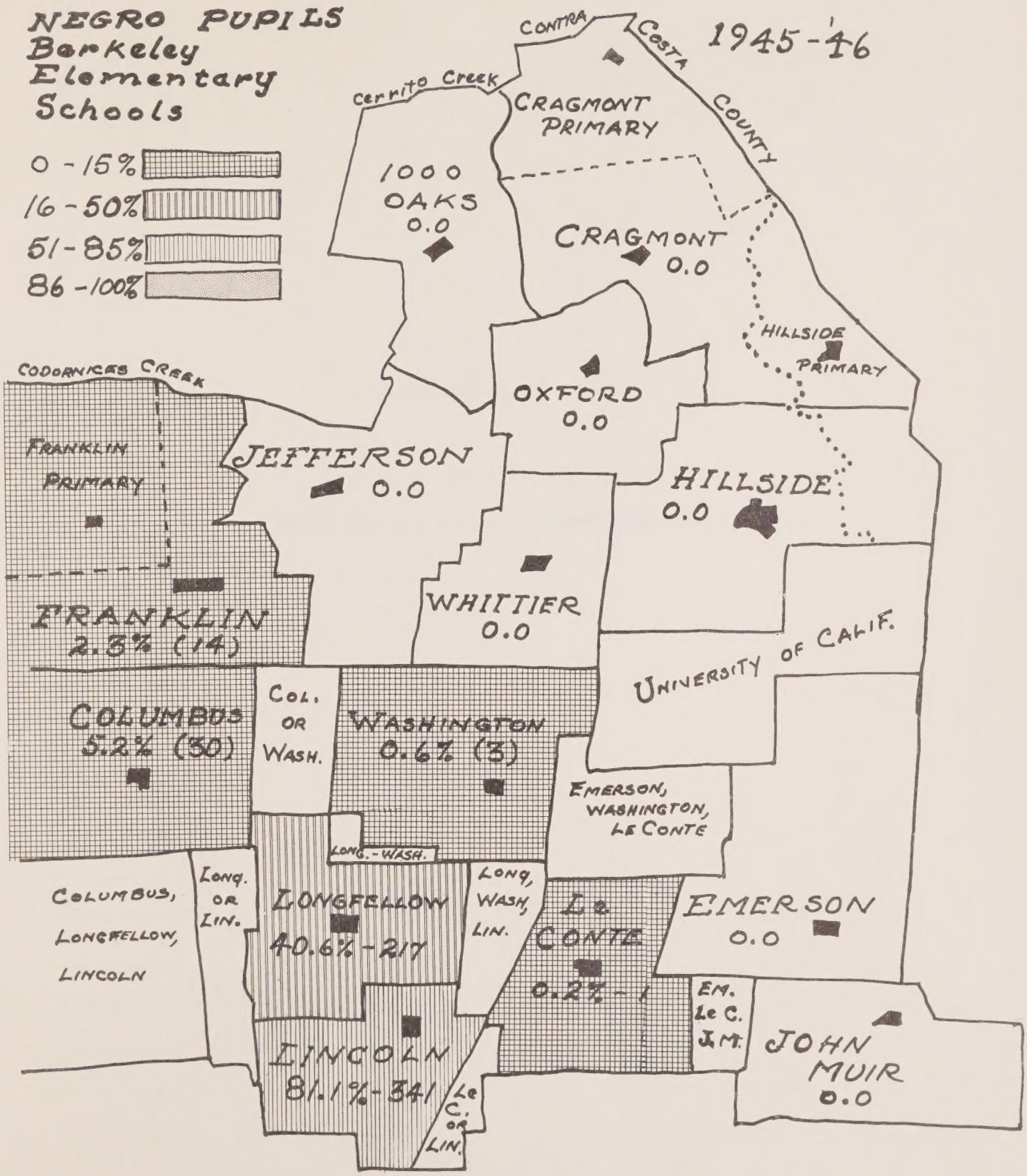
Negro Pupils, Berkeley Elementary Schools


NEGRO PUPILS
Berkeley
Elementary
Schools
1939-'40
0-15% —
16-50% —
51-85% —
86-100% —
CONTRA COSTA COUNTY
Cerrito Creek
CRAGMONT PRIMARY
1000 OAKS 0.0
CRAGMONT 0.0
Albany
CODORNICES CR.
HILLSIDE PRIMARY
OXFORD 0.0
FRANKLIN PRIMARY
JEFFERSON- 0.0
HILLSIDE 0.0
WHITTIER 0.0
FRANKLIN 0.4% (2)
UNIVERSITY OF CALIFORNIA
U.C.
Choice of Columbus or Longfellow
COLOMBUS 0.2% (1)
WASHINGTON 0.2% (1)
EMERSON WASHINGTON LE CONTE
Wash. or Longfellow
Choice of Columbus, Longfellow Lincoln
Longfellow or Lincoln
LONGFELLOW 32.9% (40)
Lincoln, Longfellow or Wash.
EMERSON 0.0
LE CONTE 0.0
EMER., LE CONTE JOHN MUIR
JOHN MUIR 0.0
LINCOLN 32.32% (119)

APPENDIX E

1945-1946 Map

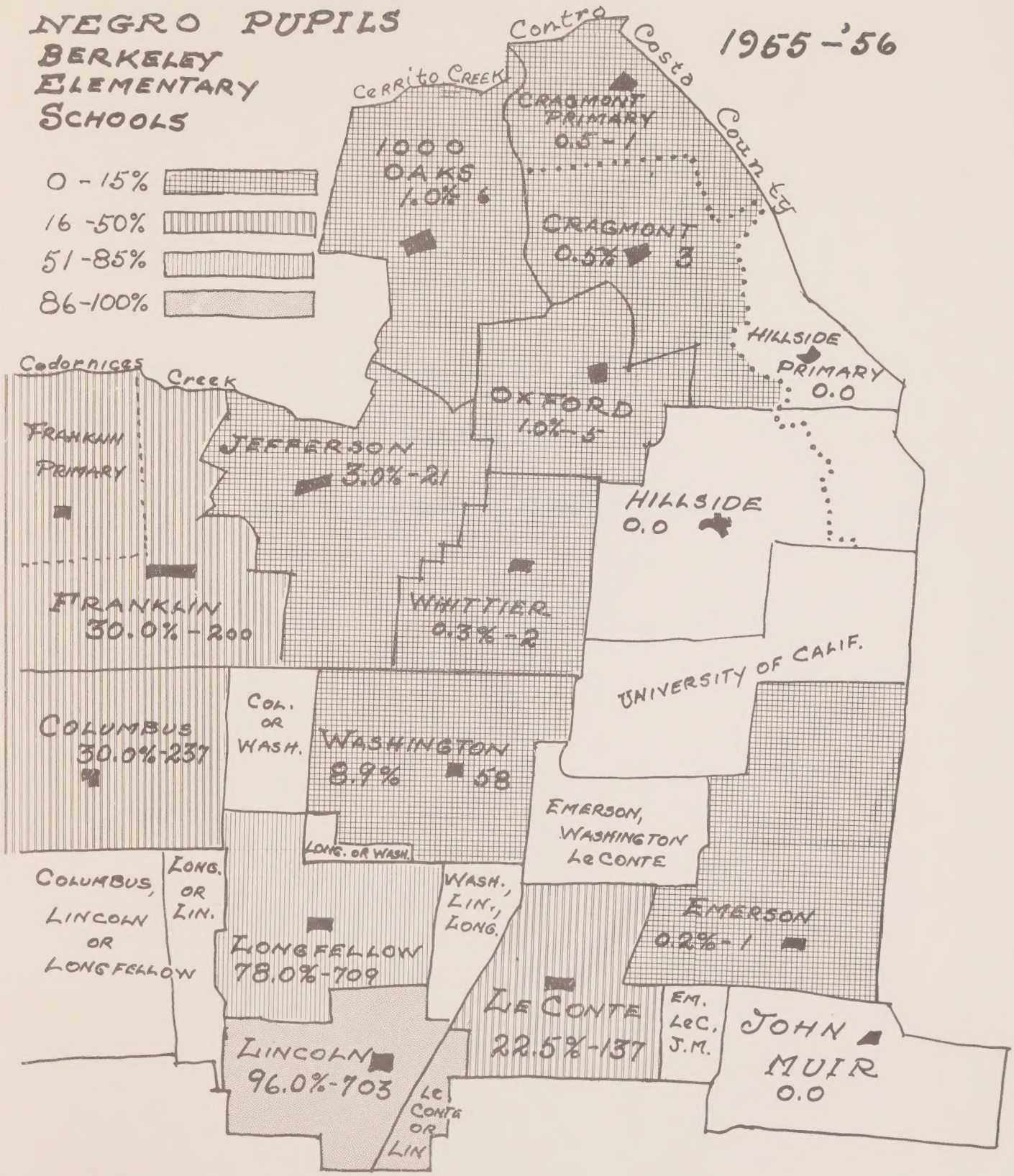
Negro Pupils, Berkeley Elementary Schools


NEGRO PUPILS
Berkeley
Elementary
Schools
1945-'46
0 - 15%
16 - 50%
51 - 85%
86 - 100%
CONTRA COSTA COUNTY
Cerrito Creek
CRAGMONT PRIMARY
1000 OAKS 0.0
CRAGMONT 0.0
HILLSIDE PRIMARY
CODORNICES CREEK
OXFORD 0.0
FRANKLIN PRIMARY
JEFFERSON 0.0
HILLSIDE 0.0
WHITTIER 0.0
FRANKLIN 2.3% (14)
UNIVERSITY OF CALIF.
COLUMBUS 5.2% (30)
COL. OR WASH.
WASHINGTON 0.6% (3)
EMERSON, WASHINGTON, LE CONTE
LONG.-WASH.
COLUMBUS, LONGFELLOW, LINCOLN
LONG. OR LIN.
LONGFELLOW 40.6% - 217
LONG, WASH, LIN.
LE CONTE 0.2% - 1
EMERSON 0.0
EM. LE C. J.M.
LINCOLN 81.1% - 341
LE C. OR LIN.
JOHN MUIR 0.0

APPENDIX F

1955-1956 Map

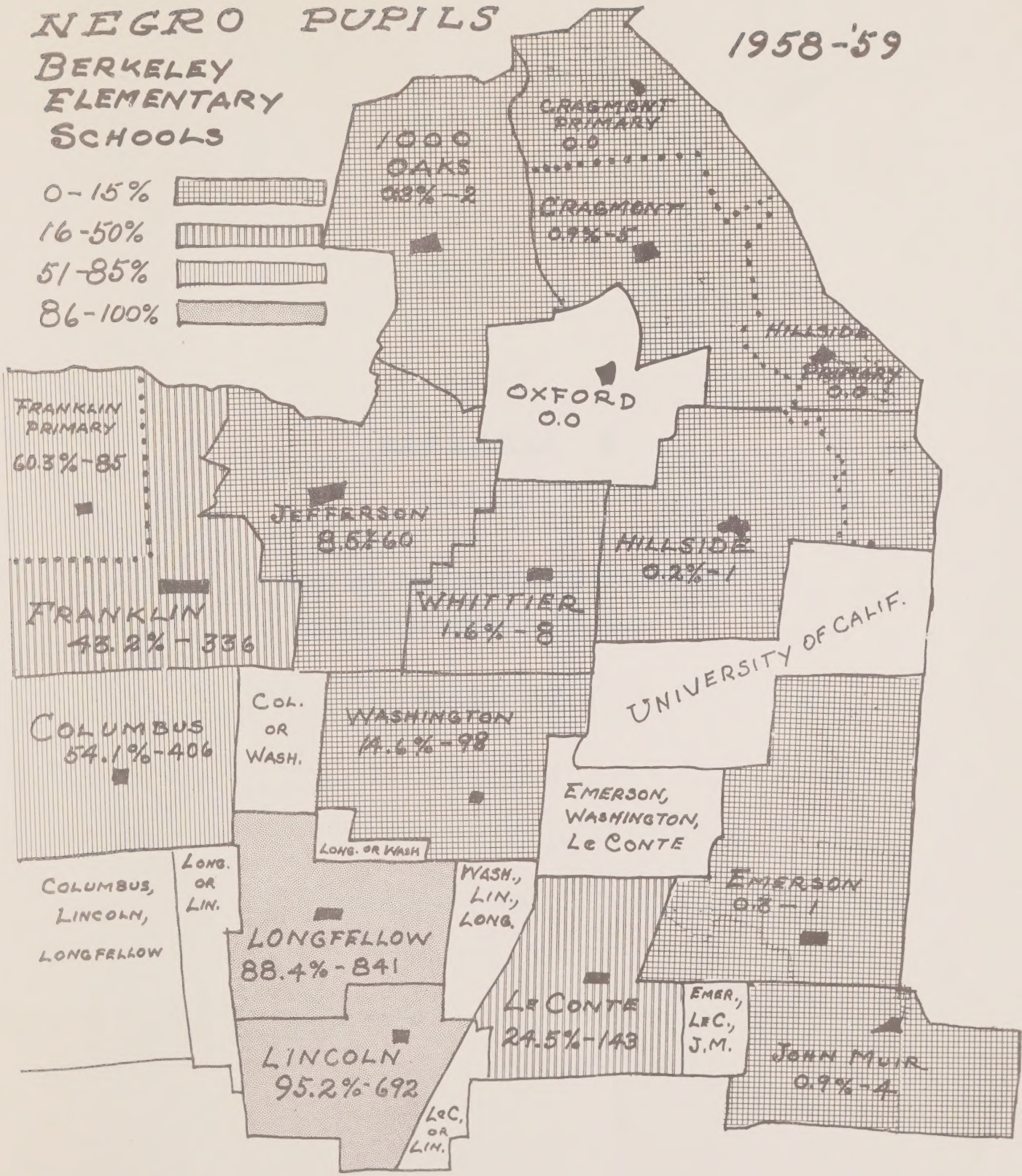
Negro Pupils, Berkeley Elementary Schools


NEGRO PUPILS
BERKELEY
ELEMENTARY
SCHOOLS
1955 - '56
0 - 15%
16 - 50%
51 - 85%
86 - 100%
Contra Costa County
Cerrito Creek
Codornices Creek
1000 OAKS 1.0% 6
CRAGMONT PRIMARY 0.5 - 1
CRAGMONT 0.5% 3
HILLSIDE PRIMARY 0.0
OXFORD 1.0% - 5
FRANKLIN PRIMARY
JEFFERSON 3.0% - 21
HILLSIDE 0.0
FRANKLIN 30.0% - 200
WHITTIER 0.3% - 2
UNIVERSITY OF CALIF.
COLUMBUS 30.0% - 237
COL. OR WASH.
WASHINGTON 8.9% 58
EMERSON, WASHINGTON LeCONTE
LONG. OR WASH.
COLUMBUS, LINCOLN OR LONGFELLOW
LONG. OR LIN.
WASH., LIN., LONG.
EMERSON 0.2% - 1
LONGFELLOW 78.0% - 709
LeCONTE 22.5% - 137
EM. LeC. J.M.
JOHN MUIR 0.0
LINCOLN 96.0% - 703
LeCONTE OR LIN

APPENDIX G

1958-1959 Map

Negro Pupils, Berkeley Elementary Schools


NEGRO PUPILS
1958-'59
BERKELEY ELEMENTARY SCHOOLS
0-15%
16-50%
51-85%
86-100%
1000 OAKS 0.8%-2
CRAGMONT PRIMARY 0.0
CRAGMONT 0.7%-5
HILLSIDE PRIMARY 0.3
OXFORD 0.0
FRANKLIN PRIMARY 60.3%-85
JEFFERSON 8.6%-60
HILLSIDE 0.2%-1
WHITTIER 1.6%-8
FRANKLIN 43.2%-336
UNIVERSITY OF CALIF.
COLUMBUS 54.1%-406
COL. OR WASH.
WASHINGTON 14.6%-98
EMERSON, WASHINGTON, LE CONTE
LONG. OR WASH
COLUMBUS, LINCOLN, LONGFELLOW
LONG. OR LIN.
WASH., LIN., LONG.
EMERSON 0.8-1
LONGFELLOW 88.4%-841
LE CONTE 24.5%-143
EMER., LE C., J.M.
LINCOLN 95.2%-692
JOHN MUIR 0.9%-4
LE C. OR LIN.

A P P E N D I X H

NEGRO AND NON-CAUCASIAN PUPILS ENROLLED

IN BERKELEY PUBLIC DAY SCHOOLS

November 1958

NEGRO AND NON-CAUCASIAN PUPILS ENROLLED IN BERKELEY PUBLIC DAY SCHOOLS
November 1958

School	Total Enrollment (2d Stat. Mo.)	Negro Enrollment November 10, 1958 Number	Negro Enrollment November 10, 1958 % Total Enroll.	Other[a] Non-Caucasian Enroll. November 10, 1958 Number	Other[a] Non-Caucasian Enroll. November 10, 1958 % Total Enroll.	Total Non-Caucasian Enroll. November 10, 1958 Number	Total Non-Caucasian Enroll. November 10, 1958 % Total Enroll.	Comments
Columbus	751[b]	406	54.1%	47	6.3%	453	60.3%	(b) Add. 94 Span.-American pupils
Cragmont	569	5	.9	20	3.5	25	4.4	
Cragmont Primary	160	0	0.0	2	1.3	2	1.3	
Emerson	388	1	0.3	11[c]	2.8	12	3.1	(c) Inc. 1 Pakistan and 1 Turkish
Franklin	778	336	43.2	170	21.9	506	65.0	
Franklin Primary	141	85	60.3	15	10.6	100	70.9	
Hillside	452	1	0.2	13	2.9	14	3.1	
Hillside Primary	233	0	0.0	6	2.6	6	2.6	
Jefferson	722	60	8.3	121	16.8	181	25.1	
John Muir	447	4	0.9	6	1.3	10	2.2	
Le Conte	584	143	24.5	68	11.6	211	36.1	
Lincoln	727[d]	692	95.2	27	3.7	719	98.9	(d) Add. 12 Span.-Am., Am. Indian
Longfellow	951	841	88.4	58	6.1	899	94.5	
Oxford	305	0	0.0	7	2.3	7	2.3	
Thousand Oaks	632	2	0.3	5	0.8	7	1.1	
Washington	673	98	14.6	162	24.1	260	38.6	
Whittier-U.E.	492	8	1.6	50	10.2	58	11.8	
TOTAL ELEMENTARY	9,005	2,682	29.8	788	8.8	3,470	38.5	
Burbank Junior High	1023[e]	591	57.8	97	9.5	688	67.3	(e) Add. 78 Span.-Am., other minoriti
Garfield Junior High	1532	31	2.0	65	4.2	96	6.3	
Willard Junior High	889	348	39.1	62	7.0	410	46.1	
TOTAL JUNIOR HIGHS	3,444	970	28.2	224	6.5	1,194	34.7	
Berkeley High	2820	709	25.1	197	7.0	906	32.1	
McKinley Contin.	106[f]	59	55.7	7	6.6	66	62.3	(f) Add. 6 Span.-American
TOTAL SENIOR HIGHS	2,926	768	26.2	204	7.0	972	33.2	
TOTALS, K-12 DAY	15,375	4,420	28.7	1,216	7.9	5,636	36.7	

(a) Non-Caucasian pupils comprise primarily pupils of Oriental descent.

DKF/VL 11/25/58

APPENDIX I

Estimated Enrollment of Negro Pupils, K-12,

Berkeley Public Day Schools:

1939-40, 1945-46, 1947-48, 1955-56

ESTIMATED ENROLLMENT OF NEGRO PUPILS, K-12, BERKELEY PUBLIC DAY SCHOOLS

1939-40, 1945-46, 1947-48, 1955-56 (a)

E N R O L L M E N T, B Y S E L E C T E D Y E A R

	1939-40 (10th)			1945-46 (6th)			1947-48 (2d)			1955-56 (10th)		
	Total	Negro	% N of T	Total	Negro	% N of T	Total	Negro	% N of T	Total	Negro	% N of T
Columbus	461	1	.2	573	30	5.2	586	44	7.5	790	237	30.0
Cragmont	446	0	0.0	475	0	0.0	459	0	0.0	560	3	.5
" Primary										136	1	.6
Emerson	252	0	0.0	292	0	0.0	274	0	0.0	440	1	.2
Franklin	448	2	.4	610	14	2.3	630	30	4.8	698	209	30.0
" Primary										162		
Hawthorne	48	0	0.0									
Hillside	230	0	0.0	323	0	0.0	341	0	0.0	486	0	0.0
" Primary										213	0	0.0
Jefferson	447	0	0.0	535	0	0.0	547	1	.2	684	21	3.0
John Muir	319	0	0.0	354	0	0.0	366	0	0.0	440	0	0.0
Le Conte	345	0	0.0	441	1	.2	401	0	0.0	609	137	22.5
Lincoln	368	119	32.3	420	341	81.1	453	414	91.4	732	703	96.0
Longfellow	425	140	32.9	534	217	40.6	667	302	40.5	909	709	78.0
Oxford	221	0	0.0	285	0	0.0	265	0	0.0	284	3	1.0
Thousand Oaks	526	0	0.0	502	0	0.0	541	0	0.0	620	6	1.0
Washington	425	1	.2	497	3	.6	536	0	0.0	651	58	8.9
Whittier-U.E.	432	0	0.0	481	0	0.0	478	0	0.0	533	2	.3
TOTALS, K-6	5,393	263	4.9	6,322	606	9.6	6,544	791	12.1	8,947	2,090	23.3
Burbank Jr. High	884	78	8.5	846	202	23.9	827	223	27.0	1,016	528	52.0
Garfield " "	1,172	0	0.0	1,016	0	0.0	940	0	0.0	1,421	10	.7
Willard " "	865	58	6.4	700	115	16.4	620	119	19.2	777	241	31.0
TOTALS, 7-9	2,921	136	4.7	2,562	317	12.4	2,387	342	14.3	3,214	779	24.2
Berkeley High	2,705	72	2.7	2,513	186	7.4	2,435	279	11.5	2,453	493	20.1
McKinley Contin.				76	31	40.8	110	54	49.1	94	66	70.0
TOTALS, K-12 Day	11,019	471	4.3	11,473	1,140	9.9	11,476	1,466	12.8	14,708	3,428	23.3

(a) From estimates of previous years. Total enrollment data used was that for month in which report of Negro enrollment was made.

ESTIMATED END-MONTH ENROLLMENT OF NEGRO PUPILS, K-12, BALTIMORE PUBLIC SCHOOLS

1939-40, 1945-46, 1947-48, 1955-56 (a)

ENROLLMENT, BY ELEMENTARY YEAR

	1939-40 (10th)			1945-46 (6th)			1947-48 (2d)			1955-56 (10th)		
	Total	Negro	% N of T	Total	Negro	% N of T	Total	Negro	% N of T	Total	Negro	% N of T
Columbus	461	1	.2	275	30	10.9	306	3	.9	290	237	81.7
Cragmont	446	0	0.0	427	0	0.0	459	0	0.0	560	5	.9
" Primary										136	1	
Emerson	252	0	0.0	242	0	0.0	274	0	0.0	440	1	.2
Franklin	448	2	.4	610	14	2.3	630	30	4.8	695	209	30.0
" Primary										162		
Hawthorne	48	0	0.0									
Hillside	420	0	0.0	323	0	0.0	342	4	0.0	486	0	0.0
" Primary										213	0	0.0
Jefferson	447	0	0.0	535	0	0.0	547	1	.2	688	21	3.0
John Muir	319	0	0.0	358	0	0.0	366	0	0.0	440	0	0.0
La Conte	345	0	0.0	411	1	.2	401	0	0.0	609	137	22.5
Lincoln	368	149	40.5	420	341	81.2	453	414	91.4	732	703	96.0
Longfellow	425	140	32.9	427	266	62.2	434	140	32.3	409	209	51.0
Oxford	221	0	0.0	285	0	0.0	265	0	0.0	284	3	1.0
Thomas Claxton	326	0	0.0	302	0	0.0	347	0	0.0	620	6	1.0
Washington	425	1	.2	497	3	.6	556	0	0.0	651	58	8.9
Whittier-U.E.	432	0	0.0	481	0	0.0	478		0.0	573	2	
TOTALS, K-6	5,293	293	4.9	6,322	606	9.6	6,544	792	12.0	8,947	2,090	23.3
Burbank Jr. High	884	73	8.5	846	202	23.9	822	227	27.6	1,016	528	52.0
Garfield " "	1,172	0	0.0	1,016	0	0.0	944	0	0.0	1,421	10	.7
Wilkins " "	865	53	6.4	700	115	16.4	620	119	19.2	722	241	31.0
TOTALS, 7-9	2,921	126	4.7	2,562	317	12.4	2,387	346	14.3	3,214	779	24.2
Berkeley High	2,205	72	2.7	2,513	186	7.4	2,435	279	11.5	2,455	492	20.1
McKinley Center				76	31	40.8	110	54	49.1	44	66	70.0
TOTALS, K-12 Day	11,019	492	4.4	11,473	1,140	9.9	11,496	1,466	12.8	14,798	3,428	23.3

(a) From estimates of previous years. Total enrollment data used was that for month in which report of Negro enrollment was made.

Programs Outside of the Schools
for Children of Elementary School Age
Which Involve Children of All Races

1. Council of Churches Youth Council
2. Y.M.C.A. children's programs, particularly in the Central and West Berkeley branches
3. Berkeley Youth League (Little League Baseball)
4. Playground activities, City of Berkeley Recreation Department
5. Church programs of a number of the churches in Berkeley
6. Berkeley Boy Scouts, Scout Exposition, and Boy Scouts Jamboree
7. Berkeley Kiwanis Bicycle Safety Contest
8. Eastbay Youth Concerts (P.T.A. symphonies)

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Watkins, S. C. (editor), An Anthology of American Negro Literature, Random House (The Modern Library), 1944, 481 pp.

Fiction

----------Amos Fortune, Free Man. The story of a Negro slave who purchased his freedom and then dedicated the rest of his life to purchasing the freedom of other Negroes. This book is used in the Junior High Schools of Oakland, California